

NC Purpose of Study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Intent	Implementation	Impact
At Broadway Junior School, personal, social and health education (PSHE) enables our children to become happy, healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities, online safety and appreciate what it means to be a member of a diverse society. Relationships education and mental wellbeing is learning about the emotional, social and physical aspects of growing up, relationships, safety and health. High quality relationships education helps create safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.	In ensuring high standards of teaching and learning in PSHE, we implement a curriculum that is progressive throughout the whole school. Every year group plans and delivers a clear, appropriate scheme of work in line with the National Curriculum. (The PSHE curriculum has core learning themes: Physical health and mental wellbeing and relationships education. It also links with British Values). We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway. We ensure that PSHE and Relationships Education is taught weekly (with additional sessions/assemblies/theme days throughout the year, as and when required) and hold wellbeing at the centre of all we do. Our school council meet regularly throughout the year and discuss improvements that could be made to our school, as well as being positive role models throughout school.	The impact and measure of this is to ensure that children at Broadway Junior School are equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. We want children to: • have respect for themselves and others • have positive body images • know more and remember more about PSHE. • recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty, in and out of school. • demonstrate a healthy outlook towards school with improved attendance, behaviour and attitude towards learning. • develop positive and healthy relationship with their peers both now and in the future. • understand what it means to be physically and mentally health • understand that their wellbeing is important and should be valued

Key Vocabulary

Behaviour boundaries falling-out friendship relationship respect self-respect

Knowledge	Skills
• Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). • Every family faces challenges. • That families should make them feel loved, safe and supported. • That different families might show love and spend time together in different ways. • Even though families may look very different, they usually have love and care for each other at their core. • That there are many different family types: families come in many forms and deserve to be treated with kindness. • That every family faces challenges at some point, and help is always available to children when they need it.	• Describing different ways families can spend time together. • Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.). • Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc). • Identifying characteristics they look for in a friend and why. • Considering practical ways they can be a good friend to others. • Using respectful language when disagreeing or solving problems with others. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise. • Communicating personal boundaries clearly (e.g. 'I am not comfortable with that').

- That apologising and discussing feelings can help solve problems and maintain good relationships.
- Respect means treating others as you would like to be treated: with kindness and fairness.
- Respecting boundaries helps keep relationships safe and healthy.
- Self-respect means valuing yourself and treating yourself with kindness
- Trying new things, learning from mistakes and achieving goals can build confidence.
- That there are different types of bullying, including physical, verbal and online (cyberbullying).
- That bullying may target someone's appearance, beliefs or abilities.

- Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).
- Practising saying no or expressing disagreement respectfully.
- Communicating simple boundaries clearly (e.g. 'I don't want to play that game').
- Identifying their own characteristics, strengths, skills and interests.
- Reflecting on personal achievements and progress.
- Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.
- Identifying examples of different types of bullying in various contexts, including online.
- Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted.

Learning Objectives/End Points

Lesson 1: How can I respect myself?	Lesson 2: What are personal boundaries?	Lesson 3: What makes a family?	Lesson 4: How can I be a good friend?	Lesson 5: How can we repair a friendship after a falling-out?	Lesson 6: What are the different types of bullying?
To recognise what self-respect is and why it is important.	To identify my personal boundaries.	To identify how families can spend time together and support each other.	To describe what makes a good friend.	To explore fair ways to respond after a falling-out with a friend.	To identify what bullying is and how it might make someone feel.

Unit Outcomes

- Pupils who are **secure** will be able to:
- Recognise what self-respect is.
 - Value their own strengths, skills and achievements.
 - Build confidence by trying new things, learning from mistakes and challenging negative self-talk.
 - Identify and communicate personal boundaries clearly.
 - Treat others with kindness, fairness and respect.
 - Recognise the qualities of good friendships and ways to support friends.
 - Learn to manage minor conflicts respectfully through negotiation, compromise, and apology.
 - Understand different ways families spend time together and support each other.
 - Identify different types of bullying and their effects on wellbeing.

Cross-curricular links

English: Spoken language.
British values: Individual liberty; Mutual respect.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Social worker • Counsellor • Youth worker • Family support worker • Community worker • Psychologist • Pastoral worker • Wellbeing practitioner • Police officer • Community support officer • Youth justice worker • Mediator • Care worker • Support worker • Nurse • Occupational therapist • Solicitor Transferable skills such as: Communication – expressing thoughts, feelings and boundaries clearly Active listening – listening carefully to others Teamwork – cooperating and contributing to a group Respect – treating others fairly and kindly Self-respect – recognising their own value and strengths Empathy – considering other people's feelings Negotiation – finding solutions that work for different people Compromise – recognising that people may need to meet in the middle Conflict resolution – managing disagreements calmly Problem-solving – considering appropriate responses to difficult situations Confidence – speaking up and expressing an opinion Resilience – recovering from mistakes and challenges Self-awareness – recognising personal strengths and areas for development Inclusion – helping everyone feel valued and involved Responsibility – taking responsibility for behaviour and relationships Decision-making – making respectful and appropriate choices Leadership – helping groups work positively together	Learning from Career and Labour Market Information • Introduce careers where working positively with people is particularly important, including teacher, social worker, counsellor, youth worker, family support worker, HR professional, mediator, police officer, community worker and charity worker. Discuss the different people these professionals support. Addressing the Needs of Each Pupil • Pupils identify their own strengths, interests, characteristics and skills. They reflect on achievements and consider how they can develop confidence, communication, cooperation and self-respect. Emphasise that everyone has different strengths that can contribute to a team. Linking Curriculum Learning to Careers • Make explicit links between PSHE learning and careers: communicating boundaries supports workplace communication; negotiation and compromise support teamwork; respecting others supports professional relationships; resolving disagreements supports problem-solving; recognising strengths supports confidence and career development. Encounters with Employers and Employees • Invite a teacher, social worker, counsellor, police officer, HR professional, youth worker, charity worker or community worker to explain how they build positive relationships, resolve problems and support others in their work. Experiences of Workplaces • Explore workplaces such as schools, offices, community centres, charities, police stations, youth centres, care settings and workplaces with large teams. Discuss how people work together and what happens when disagreements occur. Encounters with Further and Higher Education • Introduce the idea that careers involving people and relationships can have different pathways. Some may involve university or professional qualifications, while others can involve college, vocational training, apprenticeships and workplace learning.